HERBERT P. GINSBURG
VITA
January 2020

Office address

Department of Human Development
Teachers College, Columbia University
525 W. 120 Street
New York, NY 10027

Education

Harvard University, 1957-61, B.A. with honors (Social Relations)

University of North Carolina, Chapel Hill, 1961-63, M.S. (Developmental Psychology)

Institute of Child Development, University of Minnesota, 1963-64,
Visiting Pre-doctoral Fellow

University of North Carolina, Chapel Hill, 1964-65, Ph.D. (Developmental Psychology)

Professional Experience

Psychology Intern, VA Hospital, Durham, NC., 1963

Instructor, Department of Psychology, University of North Carolina,
Chapel Hill, 1965

Assistant Professor, Department of Human Development and Family Studies, Cornell University, 1965-69

Associate Professor, Department of Human Development and Family Studies, Cornell University, 1969-76

Associate Director, Center for Research in Education,
Cornell University, 1970-71

Professor, Department of Psychology, University of Maryland,
Baltimore County, 1976-79

Professor and Chair, Center for the Study of Psychological Development, University of Rochester, 1979-1985

Visiting Professor, Department of Psychology and Social Relations,
Harvard University, 1984-85

Visiting Scientist, Laboratory for Computer Science, MIT, 1984-85

Chair, Department of Developmental and Educational Psychology, Teachers College, Columbia University, 1985-1988

Professor, Department of Developmental and Educational Psychology, Teachers College, Columbia University, 1985- 1996

Professor, Department of Mathematics Education, Teachers College, Columbia University, 1989- present

Fellow, Center for Advanced Study in the Behavioral Sciences, 1993-94

Co-Chair, Department of Human Development, Teachers College, Columbia University, 1996-97

Jacob H. Schiff Foundation Professor of Psychology and Education, Teachers College, Columbia University, 1997- 2017

Jacob H. Schiff Foundation Professor Emeritus of Psychology and Education, Teachers College, Columbia University, 2017 - present

Visiting Scholar, Russell Sage Foundation, 2000-2001

Fulbright Senior Specialist, 2006-

Research and Teaching Interests

Intellectual development and education, particularly in poor and minority children; development of mathematical thinking; mathematics education; culture and cognitive development; assessment and methodology; the educational uses of psychological research; professional development of teachers.

Professional Affiliations

American Educational Research Association
American Psychological Association (Elected Fellow, Division 7, 1976)
International Group for the Psychology of Mathematics Education
National Association for the Education of Young Children
National Council of Teachers of Mathematics
Society for Research in Child Development
Society for Psychological Science
Society for Research on Educational Effectiveness

Professional Activities

Co-Editor:
Journal of Mathematical Behavior, 1971-1985

Consulting Editor:
Cognition and Instruction, 1982-present
Developmental Psychology, 1971-75
International Journal of Psychology, 1982-90
Journal of Mathematical Behavior, 1986-present
Journal of Applied Developmental Psychology, 1988-2002
Early Childhood Research Quarterly, 2006-present

Manuscript reviewer:
American Educational Research Journal
American Psychologist
British Journal of Developmental Psychology
Child Development
Cognitive development
Developmental Psychology
Early Childhood Research Quarterly
Journal for Research in Mathematics Education
Journal of Educational Psychology
Journal of Learning Disabilities
Journal of Mental Imagery
Merrill-Palmer Quarterly
Monographs of the Society for Research in Child Development
Review of Educational Research
Science
Sociology of Education
Teachers College Record

Proposal reviewer:
Canada Council
National Institute of Education
National Institute of Mental Health
National Science Foundation
Institute of Educational Sciences

Consultant:
Schools Council, London, England, 1971-72
Educational Development Center, 1973
Public Policy Group, ETS, 1973-74
National Follow-Through Program, 1977
Federal Trade Commission, Children's TV Advertising, 1978

National Institute of Education, 1983
Mamaronek Public Schools, 1989
Children's Television Workshop, 1993, 2002, 2004-2005, 2007,2009
Reading Rainbow, 1995-98
Blue's Clues, 1997-2005
Umizoomis, 2007- 2009
SuperWhy, 2010
WGBH, 2012
Sesame Learning, 2012
HITN, 2016-present
Nickolodean, 2019-present

Other:

Board of Directors, Piaget Society, 1977-81
Committee on Child Development Research and Public Policy,
National Research Council, 1984-88
Co-Director, Summer Institute on Research in Urban Education
Center for Advanced Study in the Behavioral Sciences, 1996
Committee on Education Strategic Research Initiative,
National Research Council, 1996-98
Committee on Learning Research and Educational Practice
National Research Council, 1998-99
Committee on Early Childhood Pedagogy,
National Research Council, 1998-2000
Committee on Early Childhood Mathematics Education
National Research Council, 2007-2009
Board of Trustees, TERC, 2010-2015, 2016 -
Fellow, American Educational Research Association, 2010-
Member, National Academy of Education, 2011-

Current Research Grants

Mathematics Story Books, Heising-Simons Foundation, January 2014 to October 2015
Development and Research in Early Mathematics Education Network, December 2014 to present

Invited Colloquia and Addresses

Brandeis University, 1971
University of London, 1972
Open University, England, 1972
University of Western Ontario, 1973
University of Michigan, 1973
Ithaca College, 1974
McGill University, 1975
Rockefeller University, 1975

University of Toronto, 1975
University of Delaware, 1976
University of Northern Illinois, 1976
University of Maryland at Baltimore, 1977
University of Maine, 1977
Concordia University, 1977
McGill University, 1977
Johns Hopkins University, 1978
Columbia University, 1978
International Group for the Psychology of Mathematics Education, Osnabruck, West Germany, 1978
University of Wisconsin Wingspread Conference, Racine, 1979
Teachers College, Columbia University, 1980
Northwestern University, 1981
Geneseo State College, 1981
Brock University, 1981
Bank Street School of Education, 1981
Piaget Society, 1982
Cornell University, 1982
Research Committee for Diagnostic and Prescriptive Mathematics, 1982
Williams College, 1983
Fordham University, 1983
Texas Council for Exceptional Children, 1983
Mathematics Teachers of New York State, 1983
University of Calgary, 1984
Calgary Learning Centre, 1984
University of North Carolina, 1984
Harvard University, Educational Technology Center, 1984
University of Delaware, 1984
University of Rochester, 1984
University of Michigan, Bush Center, 1985
City University of New York, Graduate Center, 1985
Logo Workshop, MIT, 1985
Inter-American Congress of Psychology, Caracas, 1985
Eastern Educational Research Association, 1986
Educational Testing Service, 1986
Children's Television Workshop, 1986
Rutgers University, 1987
University of Illinois, Chicago, 1987
Bank Street College of Education (Center for Children and Technology), 1987
International Commission for the Study and Improvement of Mathematics Teaching, Canada, 1987
Yeshiva University, 1988
Educational Records Bureau, 1988
University of Northern Illinois, 1989
Mankato State University, 1989

University of Pennsylvania, 1989
Yeshiva University, 1989
Educational Records Bureau, 1989
Association for Constructivist Teaching, 1989
St. Vincent's Hospital, 1990
National Association of Principals of Schools for Girls, 1990
Korean Educational Development Institute, 1990
Dong-A University, Pusan, Korea, 1990
Hyo-Sung Women's University, Taegu, Korea, 1990
University of Tokyo, 1990
Educational Records Bureau, 1991
National Council of Teachers of Mathematics, Montreal, 1992
City University Graduate Center, 1992
Stanford University, 1993
University of California, Berkeley, 1994
University of California, Los Angeles, 1994
City University of New York, Graduate Center, 1997
Children's Evaluation and Rehabilitation Center, Albert Einstein College of Medicine, 1997
St. Lukes Hospital, 1997
Ben Gurion University, 1998
Hebrew University, 1998
Rutgers University, 1998
Boston University, 1999
Hechinger Institute for Education and the Media, Teachers College Columbia University, 2000
Rutgers University, Public Education Institute Roundtable, 2000
University of Oxford, 2001
Center for Children and Technology, 2001
Educational Records Bureau, 2001
Columbia University Center for New Media in Teaching and Learning, 2003
Boston University, 2005
Hunter College, 2005
University of Chicago, 2006
Erikson Institute, 2006
Queensland University of Technology, 2006
New York University, 2006
Rutgers University, 2006
Ben Gurion University of the Negev, 2006
South Carolina Sate Department of Education, 2007
Chicago Public Schools, 2007
Northwestern University, 2007
East China Normal University, 2007
Shanghai Normal University, 2007
Eastern Connecticut State University, 2007
Abt School Readiness Research Conference, 2008
TERC, 2008
Concord Consortium, 2009

STEM Summit, Samueli Foundation, San Diego, CA, 2010
Harvard University School of Education, 2010
North Carolina State University, 2010
University of Chicago, 2011
CUNY Graduate Center, 2011
International Society for Design and Development in Education, 2011
University of California, Berkeley 2011
New York City National Association for the Education of Young Children, 2012
New York University, 2012
Joan Ganz Cooney Center, Sesame Workshop, 2012
Education Development Center, 2014
Barbara Biber Convocation, Bank Street College of Education, 2015
American Library Association, 2016

Publications

Books

Ginsburg, H. P. & Opper, S. (1969). Piaget's theory of intellectual development: An introduction. Englewood Cliffs, NJ: Prentice-Hall.

Ginsburg, H. P. & Opper, S. (1975). Piaget's theorie der geistigen entwicklung. Stuttgart: Klett. (German translation of Piaget's theory)

Ginsburg, H. P. & Opper, S. (1977). Piaget y la teoria del desarrollo intelectual. Prentice-Hall Internacional. (Spanish translation of Piaget's theory)

Ginsburg, H. P. (1972). The myth of the deprived child: Poor children's intellect and education. Englewood Cliffs, NJ: Prentice-Hall.

Ginsburg, H. P. (1977). Children's arithmetic: The learning process. NY: D. van Nostrand.

Ginsburg, H. P. & Opper, S. (1979). Piaget's theory of intellectual development. (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Ginsburg, H. P. (Ed.) (1983). The development of mathematical thinking. New York: Academic Press.

Ginsburg, H. P. (1987). Assessing the arithmetic abilities and instructional needs of students. Austin, TX: Pro-Ed.

Ginsburg, H. P. & Opper, S. (1988). Piaget's theory of intellectual development. (3rd Ed.). Englewood Cliffs, NJ: Prentice-Hall.

Ginsburg, H. P. (1989). Children's arithmetic. (2nd Ed.). Austin, TX: Pro-Ed.

Ginsburg, H. P. (1997). Entering the child's mind: The clinical interview in psychological research and practice. NY: Cambridge University Press.

Ginsburg, H. P., Jacobs, S. F., & Lopez, L. S. (1998). The teacher's guide to flexible interviewing in the classroom: Learning what children know about math. Boston: Allyn and Bacon.

Ginsburg, H. P., Hyson, M., & Woods, T. A. (Eds.). (2014). Preparing early childhood educators to teach math: Professional development that works. Baltimore, MD: Paul H. Brookes Publishing Co.

Chapters in Books

Ginsburg, H. P. & Koslowski, B. (1976). Cognitive development. Annual Review of Psychology, 27, 29-61.

Ginsburg, H. P. (1976). Learning difficulties in children's arithmetic: A clinical cognitive approach. In A.R. Osborne, (Ed.) Models for learning mathematics. Columbus, OH: ERIC, pp. 145-172.

Ginsburg, H. P. (1976). Basic mathematical skills and learning. In the NIE Conference on basic mathematical skills and learning, Vol. 1. Contributed position paper. Washington, DC.

Ginsburg, H. P. (1981). Piaget and education: The contributions and limits of genetic epistemology. In I.E. Sigel, R.M. Golinkoff, & D. Brodzinsky, (Eds.) Piagetian theory and research: New directions and applications. Hillsdale, NJ: Erlbaum, pp. 315-330.

Ginsburg, H. P. (1982). The development of addition in the contexts of culture, social class, and race. In T.P. Carpenter, J.M. Moser, & T.A. Romberg, (Eds.) Addition and subtraction: A developmental perspective. Hillsdale, NJ: Lawrence Erlbaum Associates, pp. 191-210.

Allardice, B.S. & Ginsburg, H. P. (1983). Children's psychological difficulties in mathematics. In H. P. Ginsburg, (Ed.) The development of mathematical thinking. New York: Academic Press, pp. 319-350.

Ginsburg, H. P., Kossan, N. Schwartz, R., & Swanson, D. (1983). Protocol methods in research on mathematical thinking. In H. P. Ginsburg (Ed.) The development of mathematical thinking, New York: Academic Press, pp. 1-47.

Ginsburg, H. P. & Allardice, B.S. (1984). Children's difficulties with mathematics: cognition in the school context. In B. Rogoff & J. Lave (Eds.) Everyday cognition: its development in social context. Cambridge, MA: Harvard University Press, pp. 194-219.

Ginsburg, H. P. Introduction to Piaget's theory. (1985). In Comprehensive textbook of psychiatry, 4th Edition. Baltimore: Wilkens, pp. 178-183.

Ginsburg, H. P. (1986). The myth of the deprived child: New thoughts on poor children. In U. Neisser (Ed.) The school achievement of minority children: New Perspectives. Hillsdale, NJ: Erlbaum, pp. 169-189.

Ginsburg, H. P. (1986). Academic assessment. In J. Valsiner (Ed.) The role of the individual subject in scientific psychology. New York: Plenum, pp. 235-260.

Baroody, A.J. & Ginsburg, H. P. (1986). The relationship between initial meaningful and mechanical knowledge of arithmetic. In J. Hiebert (Ed.) Conceptual and procedural knowledge: the case of mathematics. Hillsdale, NJ: Erlbaum, pp. 75-112.

Ginsburg, H. P. (1987). The intermediary inventive mind: training educators to understand children's understanding. In Proceedings of the International Commission for the Study and Improvement of Mathematics Teaching. Sherbrooke, Canada, pp. 88-96.

Ginsburg, H. P. & Zelman, S.T. (1988). Understanding individual differences in the computer age. In G. Foreman & P. Pufall (Eds.) Constructivism in the computer age. NJ: Erlbaum, pp. 151-170.

Ginsburg, H. P. & Asmussen, K. (1988). Hot mathematics. In G.B. Saxe & M. Gearhart (Eds.) Children's mathematics. San Francisco, CA: Jossey-Bass, pp. 89-111.

Ginsburg, H. P., Kaplan, R.G., & Yamamoto, T.A. (1989). Teaching mathematics concepts. In L.B. Resnick & L.E. Klopfer (Eds.) Toward the thinking curriculum: current cognitive research. 1989 Yearbook of the Association for Supervision and Curriculum Development, pp. 59-82.

Baroody, A.J. & Ginsburg, H. P. (1990). Children's learning: a cognitive view. In R.B. Davis, C.A. Maher, and N. Noddings (Eds.) Constructivist views on the teaching and learning of mathematics. Journal for Research in Mathematics Education, Monograph Number 4, pp. 51-64.

Baroody, A.J. & Ginsburg, H. P. (1991). A cognitive approach to assessing the mathematical difficulties of children labeled "Learning Disabled." In H.L. Swanson (Ed.), Handbook on the assessment of learning disabilities: theory, research, and practice. Austin, TX: Pro-Ed, pp. 177-227.

Ginsburg, H. P., Lopez, L.S., Mukhopadhyay, S., Yamamoto, T.A., Willis, M., & Kelly, M.S. (1992). Assessing Understandings of Arithmetic. In R. Lesh & S. Lamon (Eds.) Assessment of Authentic Performance in School Mathematics. Washington, DC: American Association for the Advancement of Science, pp. 265-289.

Ginsburg, H. P., Bempechat, J., & Chung, Y.E. Parent influences on children's mathematics. (1992). In T. Sticht and B. MacDonald (Eds.) Intergenerational transfer of cognitive skills. Volume II: Theory and research in cognitive science. Norwood, NJ: Ablex, pp. 91-121.

Ginsburg, H. P., Jacobs, S.F., & Lopez, L.S. (1993). Assessing mathematical thinking and learning potential. In R. B. Davis and C. A. Maher (Eds.) Schools, mathematics, and the world of reality. Needham Heights, MA: Allyn Bacon, pp. 237-262.

Ginsburg, H. P. & Baron, J. (1993). Cognition: Young children's construction of mathematics. In R.J. Jensen (Ed.) Research ideas for the classroom: Early childhood mathematics. New York: Macmillan, pp. 3-21.

Ginsburg, H. P., Jacobs, S.F., & Lopez, L.S. (1993). Assessing mathematical thinking and learning potential in primary grade children. In M. Niss (Ed.) Investigations into assessment in mathematics education: An ICMI study. Dordrecht, The Netherlands: Kluwer Academic Publishers, pp. 157-167.

Davis, J. C. & Ginsburg, H. P. (1993). Similarities and differences in the formal and informal mathematical cognition of African, American, and Asian children: the roles of schooling and social class. In J. Altarriba (Ed.) Cognition and culture: A cross-cultural approach to cognitive psychology. Amsterdam: Elsevier Science Publishers, pp. 343-360.

Ginsburg, H. P. (1996). Taming the math monster: Adventures in studying children's learning and helping teachers. In G. Brannigan (Ed.) The enlightened educator. NY: McGraw Hill, pp. 2-25.

Ginsburg, H. P. (1996). Toby's math. In R.J. Sternberg & T. Ben-Zeev (Eds.) The Nature of Mathematical Thinking. Hillsdale, NJ: Erlbaum, 175-202.

Ginsburg, H. P., Choi, Y.E., Lopez, L.S., Netley, R., & Chi, C.-Y. (1997). Happy birthday to you: The early mathematical thinking of Asian, South American, and U.S. children. In T. Nunes & P. Bryant (Eds.) Learning and teaching mathematics: An international perspective. East Sussex, England: Erlbaum (UK) Taylor and Francis, 163-207.

Ginsburg, H. P. (1997). The myth of the deprived child: New thoughts on poor children. Reprinted in A. B. Powell & M. Frankenstein (Eds.) Ethnomathematics: Challenging Eurocentrism in Mathematics Education. Albany, NY: State University of New York Press, pp. 129-154.

Ginsburg, H. P., Klein, A., & Starkey, P. (1998). The Development of Children's Mathematical Thinking: Connecting Research with Practice. In I. Sigel & A. Renninger (Eds.) Handbook of Child Psychology: 5th Ed., Vol. 4. Child Psychology and Practice. NY: John Wiley & Sons, pp. 401- 476.

Tang, E. P. & Ginsburg, H. P. (1999). Mathematical reasoning: A psychological view. In L.V. Stiff (Ed.). Developing mathematical reasoning K-12 (1999 Yearbook of the National Council of Teachers of Mathematics). Reston, VA: National Council of Teachers of Mathematics, pp. 45-61.

Ginsburg, H. P. (1999). Challenging preschool education: Meeting the intellectual needs of all children. In B. Presseisen (Ed.) Teaching for intelligence I: A collection of articles. Arlington Heights, IL: Skylight, pp. 287-304.

Ginsburg, H. P., Inoue, N., & Seo, K.-H. (1999). Preschoolers doing mathematics: Observations of everyday activities. In J. Copley (Ed.), Mathematics in the early years Reston, VA.: National Council of Teachers of Mathematics, pp. 88-99.

Ginsburg, H. P., Balfanz, R., & Greenes, C. (1999). Challenging mathematics for young children. In A. L. Costa (Ed.), Teaching for intelligence II: A collection of articles, Arlington Heights, IL: Skylight, pp. 245-258.

Ginsburg, H. P., Pappas, S., & Seo, K.-H. (2001). Everyday mathematical knowledge: Asking young children what is developmentally appropriate. In S. Golbeck (Ed.), Psychological perspectives on early childhood education : Reframing dilemmas in research and practice. Mahwah, NJ: Lawrence Erlbaum Associates, pp. 181-219.

Irwin, K. C., & Ginsburg, H. P. (2001). Early mathematical discourse. In M. vander Heuvel-Panhizen (Ed.), Conference of the International Group for the Psychology of Mathematics Education (Vol. 3, pp. 185-192). Utricht: Utricht University.

Seo, K.-H., & Ginsburg, H. P. (2003). "You've got to carefully read the math sentence...": Classroom context and children's interpretations of the equals sign. In A. J. Baroody & A. Dowker (Eds.), The development of arithmetic concepts and skills: Recent research and theory (pp. 161-187). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Seo, K.-H., & Ginsburg, H. P. (2004). What is developmentally appropriate in early childhood mathematics education? Lessons from new research. In D. H. Clements & J. Sarama & A.-M. DiBiase (Eds.), Engaging young children in mathematics: Standards for early childhood mathematics education (pp. 91-104). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Ginsburg, H. P., Jang, S., Preston, M., Appel, A., & VanEsselstyn, D. (2004). Learning to think about early childhood mathematics education: A course (pp. 40-56). In C. Greenes & J. Tsankova (Eds.): National Council of Supervisors of Mathematics.

Ginsburg, H. P., Cannon, J., Eisenband, J. G., & Pappas, S. (2005). Mathematical thinking and learning (pp. 208-229). In K. McCartney & D. Phillips (Eds.), Handbook of Early Child Development. Oxford, England: Blackwell.

Ginsburg, H. P. (2006). Mathematical play and playful mathematics: A guide for early education. In D. Singer, R. M. Golinkoff & K. Hirsh-Pasek (Eds.), Play = Learning: How play motivates and enhances children's cognitive and social-emotional growth (pp. 145-165). New York, NY: Oxford University Press.

Ginsburg, H. P., Kaplan, R. G., Cannon, J., Cordero, M. I., Eisenband, J. G., Galanter, M., et al. (2006). Helping early childhood educators to teach mathematics. In M. Zaslow & I. Martinez-

Beck (Eds.), Critical issues in early childhood professional development (pp. 171-202). Baltimore, MD: Brookes Publishing.

Ginsburg, H. P. and Pappas, S. (2007). Instructional interventions and quantitative literacy. In D. B. Berch & M. M. M. Mazzocco (Eds.), Why Is Math So Hard for Some Children? The Nature and Origins of Mathematical Learning Difficulties and Disabilities (pp. 431-440). Baltimore, MD: Brookes Publishing.

Ginsburg, H. P., & Ertle, B. B. (2008). Knowing the mathematics in early childhood mathematics. In O. Seracho & B. Spodek (Eds.), Mathematics, Science and Technology in Early Childhood Education (pp. 45-66). Charlotte, NC: Information Age Publishing.

Ertle, B. B., Ginsburg, H. P., Cordero, M. I., Curran, T. M., Manlapig, L., & Morgenlander, M. (2008). The essence of early childhood mathematics education and the professional development needed to support it. In A. Dowker (Ed.), Mathematical Difficulties: Psychology and Intervention (59-83). Oxford: Elsevier Science Publishers.

Ginsburg, H. P., Lee, J. S., and Boyd, J. S. (2008). Mathematics education for young children: What it is and how to promote it. Society for Research in Child Development Social Policy Report- Giving Child and Youth Development Knowledge Away. 22, (1) 1-24.

Ginsburg, H. P. (2009). Early Mathematics Education and How to Do It. In O. A. Barbarin & B. H. Wasik (Eds.), Handbook of child development and early education (pp. 403-428). New York: The Guilford Press.

Ginsburg, H. P., Cami, A. E., & Preston, M. D. (2009). Beginnings: Inquiry Practices: How Can They Be Taught Well? In N. Lyons (Ed.), Handbook of Reflection and Reflective Inquiry: Mapping a Way of Knowing for Professional Reflective Inquiry (pp 453-478) . New York: Springer Publishing Co.

Mast, J. V. & Ginsburg, H. P. (2009). Child Study/ Lesson Study: Developing Minds to Understand and Teach Children. In N. Lyons (Ed.), Handbook of Reflection and Reflective Inquiry: Mapping a Way of Knowing for Professional Reflective Inquiry (pp. 257-271). New York: Springer Publishing Co.

Mast, J. V., Ginsburg, H. P., & Snow, M. (2010). Child study/lesson study: A catalyst for teacher curiosity. In C. Craig & L. Deretchin, (Eds.). Cultivating Curious and Creative Minds: The Role of Teachers and Teacher Educators., Maryland: Rowman & Littlefield

Ginsburg, H. P., & Dolan, A. O. (2011). Assessment. In F. Fennell (Ed.), Achieving fluency: Special education and mathematics (pp. 85-104). Reston, VA: National Council of Teachers of Mathematics.

Ginsburg, H. P., Pappas, P., Lee, Y-S, & Chiong, C. (2011). How Did You Get That Answer? Computer Assessments of Young Children's Mathematical Minds. In P. E.

Noyce & D. T. Hickey, (Eds.). New Frontiers in Formative Assessment. (pp. 49-67). Cambridge MA: Harvard University Press.

Ginsburg, H. P., Duch, H., Ertle, B., & Noble, K. G. (2012). How can parents help their children learn math? In B. H. Wasik (Ed.), Handbook on Family Literacy (Vol. 2, pp. 51-65). New York: Routledge.

Ginsburg, H. P., Ertle, B., & Presser, A. L. (2013). Math curriculum and instruction for young children. In V. Buysse & E. S. Peisner-Feinberg (Eds.), Handbook of response to intervention in early childhood (pp. 251-264). Baltimore: Paul H. Brookes.

Ginsburg, H. P., Jamalian, A., & Creighan, S. (2013). Cognitive guidelines for the design and evaluation of early mathematics software: The example of MathemAntics. In L. D. English & J. T. Mulligan (Eds.), Reconceptualizing early mathematics learning (pp. 83-120). Dordrecht: Springer Publishing Company.

Ginsburg, H. P. (2014). Young Children's Mathematical Minds: (Almost) All About Ben. In H. P. Ginsburg, M. Hyson & T. A. Woods (Eds.), *Preparing early childhood educators to teach math: Professional development that works* (pp. 53-74). Baltimore, MD: Paul H. Brookes Publishing Co.

Ginsburg, H. P., Woods, T. A., & Hyson, M. (2014). The Future? In H. P. Ginsburg, M. Hyson & T. A. Woods (Eds.), *Preparing early childhood educators to teach math: Professional development that works* (pp. 199-209). Baltimore, MD: Paul H. Brookes Publishing Co.

Ginsburg, H. P. (2014). My entirely plausible fantasy: Early mathematics education in the age of the touch screen computer. *Journal of Mathematics Education at Teachers College* **5**(1): 9-17.

Ginsburg, H. P., Labrecque, R., Carpenter, K, & Pagar, D. (2015). New possibilities for early mathematics education: Cognitive guidelines for designing high-quality software to promote young children's meaningful mathematics learning (pp. 1055-1078). In A. Dowker & R. C. Kadosh (Eds.), Oxford handbook of mathematical cognition. Oxford, England: Oxford University Press.. Oxford, England: Oxford University Press.

Ginsburg, H. P., & Ertle, B. B. (2016). Giving away early mathematics: Big Math for Little Kids encounters the complex world of early education. In R. Schaffer & K. Durkin (Eds.), Blackwell Handbook Of Developmental Psychology In Practice: Opportunities And Obstacles In Giving Developmental Psychology Away (pp. 222-263). Oxford, England: Blackwell Publishing.

Freeman, C., Ginsburg, H. P., Bautista, H., and Uscianowski, C. (2017). Math thinking conversations: A tool for engaging teachers and children in deep mathematical practice. In S. Celedón-Pattichis, D. Y. White, and M. Civil (Eds.), *Access and equity: Promoting high quality mathematics in Pre-K-Grade 2* (pp. 145-159). Reston, VA: National Council of Teachers of Mathematics.

Uscianowski, C., Almeda, M, & Ginsburg, H. P. (2018). Interactive digital storybooks and the role of parents in supporting young children's math development. In M. Caspe, T. A. Woods, & J. Kennedy (Eds.), *Promising practices for engaging families in STEM Learning* (pp. 115-133). Charlotte, NC: Information Age Publishing.

Ginsburg, H. P., Uscianowski, C., & Almeda, M. (2018). Interactive math storybooks and their friends. In I. Elia, J. Mulligan, A. Anderson, A. Baccaglini-Frank, and C. Benz (Eds.), *Contemporary research and perspectives on early childhood mathematics education* (pp. 245-263). New York, NY: Springer.

Ginsburg, H. P., Uscianowski, C., Carrazza, C., Levine, S. C. (2020). Print and digital picture books in the service of young children's mathematics learning. In O. N. Saracho (Ed.), *Handbook of research on the education of young children (*4th ed., pp. 85-98). New York, NY: Routledge.

Journal Articles

Fleischmann, B., Gilmore, S., & Ginsburg, H. P. (1966). The strength of nonconservation. Journal of Experimental Child Psychology, 4, 353-368.

Ginsburg, H. P. (1967). Attention to information as a function of age and specificity of problem. Journal of Child Psychology and Psychiatry, 8, 41-50.

Ginsburg, H. P. (1967). Children's estimates of simultaneously presented proportions. Merrill-Palmer Quarterly of Behavior and Development, 13, 151-157.

Ginsburg, H. P. & Rapaport, A. (1967). Children's estimates of proportions. Child Development, 38, 205-212.

Ginsburg, H. P., & Gamlin, P. (1967). The effect of instructions and class contrast on children's and adolescents' similarity judgments. Perceptual and Motor Skills, 25, 497-505.

Block, H.D., & Ginsburg, H. P. (1968). The psychology of robots. Psychology Today, 1, 50-55.

Block, H.D., & Ginsburg, H. P. (1976). Psicologia del Robot. In Psicologia 2000, Spanish translation of Psychology of Robots.

Widom, C.S., & Ginsburg, H. P. (1968). The effects of mode of presentation and number of categories on four year olds' proportion estimates. Perceptual and Motor Skills, 26, 1251-1256.

Wheeler, M.E., & Ginsburg, H. P. (1969). The effects of a motivating non-verbal assessment procedure on conservation responses. Cornell Journal of Social Relations, 4, 32-36.

Ginsburg, H. P. (1971). The case of Peter. Journal of Children's Mathematical Behavior, 1, 60-71.

Ginsburg, H. P. (1972). Children's knowledge and individualized instruction. Educational Technology, 12, 8-12.

Ginsburg, H. P. (1974). Children's mathematical thinking. National Elementary Principal, 53, 52-58.

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Videotapes

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Mathematics Textbooks

Champagne, R.I., Ginsburg, H. P., Greenes, C.E., Leutzinger, L.P., McKillip, W.D., Orfan, L.J., Prevost, F.J., Vogeli, B.R., & Weber, M.V. (1991, 1995). Mathematics: Exploring your world. Grades K- 8. Morristown, NJ: Silver Burdett Ginn.

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Ginsburg, H. P., Greenes, C., & Balfanz, R. (2003). Big math for little kids. Parsippany, NJ: Dale Seymour Publications.

Conference Presentations (Since 1977 only)

American Anthropological Association, Houston, TX, 1977
Society for Research in Child Development, San Francisco, 1979
American Psychological Association, New York, 1979
Southeastern Regional Conference of SRCD, 1980
Piaget Society, Philadelphia, 1981
Society for Research in Child Development, Boston, 1981
Piaget Society, Philadelphia, 1982
American Educational Research Association, New York, 1982
American Educational Research Association, Montreal, 1983
Society for Research in Child Development, Detroit, 1983
Piaget Society, Philadelphia, 1983
International Group for the Psychology of Mathematics Education, Montreal, 1983
American Educational Research Association, New Orleans, 1984
American Educational Research Association, Chicago, 1985
Society for Research in Child Development, Toronto, 1985
Piaget Society, Philadelphia, 1985
American Educational Research Association, San Francisco, 1986
American Educational Research Association, Washington, D.C., 1987
Society for Research in Child Development, Baltimore, 1987
International Society for the Study of Behavioral Development, Tokyo, 1987
American Association for the Advancement of Science, Boston, 1988
National Council of Teachers of Mathematics, Chicago, 1988
National Council of Teachers of Mathematics, Orlando, 1989
Society for Research in Child Development, Kansas City, 1989
American Educational Research Association, Boston, 1990
Society for Research in Child Development, Seattle, 1991
International Conference on Mathematics Assessment, Calonge, Spain, 1991
Technical Education Research Center, Wellesley, MA., 1991
National Council of Teachers of Mathematics, New Orleans, 1991
New Directions in Child and Family Research: Shaping Head Start in the Nineties, Arlington, VA, 1991
XXV International Congress of Psychology, Brussels, 1992
Society for Research in Child Development, New Orleans, 1993
American Educational Research Association, New Orleans, 1994
Society for Research in Child Development, Indianapolis, 1995
National Council of Teachers of Mathematics, Boston, 1995
American Educational Research Association, New York, 1996
National Council of Teachers of Mathematics, San Diego, 1996
Maryland Council of Teachers of Mathematics, Baltimore, 1996
Society for Research in Child Development, Washington, DC, 1997

American Educational Research Association, San Diego, 1998
National Council of Teachers of Mathematics, Washington, DC, 1998
Fourth International Teaching for Intelligence Conference, New York, 1998
Society for Research in Child Development, Albuquerque, NM, 1999
Fifth International Teaching for Intelligence Conference, San Francisco, 1999
National Council of Teachers of Mathematics, San Francisco, 1999
National Association for the Education of Young Children New Orleans, 1999
Sixth International Teaching for Intelligence Conference, Orlando, 2000
National Council of Teachers of Mathematics, Chicago, 2000
American Educational Research Association, New Orleans, 2000
National Association for the Education of Young Children Leadership Conference, San Francisco, 2000
Association for Supervision and Curriculum Development, Boston, 2001
National Council of Supervisors of Mathematics, Orlando, 2001
National Council of Teachers of Mathematics, Orlando, 2001
National Association for the Education of Young Children Leadership Conference, Washington, DC 2001
National Council of Teachers of Mathematics, Las Vegas, 2002
National Council of Supervisors of Mathematics, Las Vegas, 2002
American Educational Research Association, Montreal, 2005
National Council of Supervisors of Mathematics, Anaheim, 2005
National Association for the Education of Young Children Leadership Conference, San Antonio, 2006
American Educational Research Association, San Francisco, 2006
National Council of Teachers of Mathematics, Atlantic City, 2006
American Educational Research Association, Chicago, 2007
Society for Research in Child Development, Boston, 2007
American Educational Research Association, New York, 2008
National Association for the Education of Young Children Leadership Conference, New Orleans, 2008
Council of Chief State School Officers, Orlando, 2008
Literacy and Math Summer Institute, Chicago, 2008
Conference for the Advancement of Mathematics Teaching, Dallas, 2008
National Association for the Education of Young Children, Dallas, 2008
NSF, DR-K12 conference, Washington DC, 2008
Association of Mathematics Teacher Educators, Orlando, 2009
Society for Research in Child Development, Denver, 2009
National Council of Supervisors of Mathematics, Washington, DC, 2009
National Council of Teachers of Mathematics, Washington, DC, 2009
National Council of Teachers of Mathematics, San Diego, CA, 2010
National Council of Supervisors of Mathematics, San Diego, CA 2010
Head Start Research Conference, Washington, DC, 2010
Subway Summit, Fordham University, 2011
Society for Research in Child Development, Montreal 2011
National Association for the Education of Young Children, Minneapolis, 2014

Teacher Workshops

Brighton Elementary School, Rochester, 1982
Boston Area Mathematics Specialists, 1985
Education Collaborative of Greater Boston, 1985
Fieldston School, NYC, 1986, 1987
Harrisburg, PA, State Department of Instruction, 1986
Ramaz School, NYC 1987
Richmond, VA, Public Schools, 1978
Shechter School, NJ, 1986
Spence School, NYC, 1987
Temple Emmanu-El, NYC, 1987, 1988
Collegiate School, NYC, 1988
Metropolitan School Council, 1988
Garden City Schools, NY, 1988
Center for National Origin Equity, 1989
Minneapolis Schools, 1989
DeKalb, IL Schools, 1989
Little Red School House, NYC 1989
New Brunswick, NJ Schools 1989
Archdiocese of Chicago Schools, 1989
Agency for Child Development, NYC, 1989
Friends School, NYC, 1989
Corlear School, NYC, 1990
Bronx School Psychologists, NYC, 1990
Worcester Academy, 1990
Brooklyn Pre-School Association, 1990
John Jay College, 1992
Prince Georges County, Maryland, 1992
Early Childhood Institute, SUNY Purchase, 1998
University of Louisville, 2002
State of Connecticut, 2002
Administration for Children's Services, New York City, 2003-2005
San Antonio, TX 2005
McAllen, TX 2005
Dallas, TX 2005
Austin, TX 2006
Austin, TX 2007

National Science Foundation Chautauqua Short Course for College Educators

San Francisco State University, 1992
San Francisco State University, 1993
Temple University, 1995